

Lewiston Independent District #340

Nez Perce County

3317 12th St, Lewiston, ID 83501

Phone: (208) 748-3000 Fax: (208) 748-3059

Dr. Joy C. Rapp, Superintendent

District Characteristics 2003-04

Fall Enrollment	5,010	Special Education:	
Average Daily Attendance.....	4,736	Special Education Students.....	573
State Ranking Per ADA.....	10	Gifted and Talented Students.....	132
Number of Schools (sites):		Number of LEP Students**.....	11
Elementary.....	7	National School Lunch Program:	
Secondary.....	6	Average Daily Participation.....	3,097
Number of Accredited Schools:		Free and Reduced Meals.....	1,398
Approved.....	10	Lunch Price - Elementary.....	\$1.35
Approved with Merit.....	0	Lunch Price - Secondary.....	\$1.75
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2002-03	1,327
High School Diplomas Regular.....	339	District Owned Operation	
Other Completions*	0		
Graduation Completion Rate...	83%	* Certificates of Completion issued by the district	
		** Limited English Proficient (LEP)	

Superintendent's Highlights

The 6 stages as outlined in the *Standards Implementation Roadmap* continue to guide the work of the district. We are in the second year of implementation of Standards Implementation Teams. These teams are commissioned to answer the essential questions of learning: 1) What do we want students to learn? 2) How will we know students are learning? and 3) What will we do if students are exceeding or not meeting this learning? ~ Each team continues to make progress, but, there is much to learn.

Great strides have been made in the use of data to inform instruction and practice. Student performance on yearly tests is used to show growth over time, which is then used to identify strengths and weaknesses. Our learning in this area will need to continue to ensure that all teachers understand the reports and report terminology, to use state testing data as the guide without narrowing instruction, and to use the data constructively to support student learning.

Progress Towards Meeting District Goals

2003-04 Goals

Progress

Design and implement a research-based, aligned, written, taught and assessed curriculum that is rich and rigorous.

Standards Implementation Teams have developed power standards in mathematics, social studies and science. These power standards have been used to develop instructional calendars and common assessments at the secondary level. Our results show the concerted effort to ensure that all students are learning the standards.

Integrate technology to maximize efficiency and effectiveness in a standards-based accountability system.

The District is participating as a Phase I ISIMS district. A leadership team is assuring that all schools will be prepared to implement the student management system at the beginning of the 2004-2005 school year.

Focus professional development on researched-based instructional practices that lead to high student performance.

Professional development included Differentiated Instruction, LANGUAGE!, Leadership Team Training, Math Vocabulary, Assessment for Learning, Spelling as a Word Study, Mathematical Representations: Manipulative and Algorithms, as well as training specific to staff professional development goals.

Utilize a data-driven continuous improvement model to focus ongoing work throughout the organization

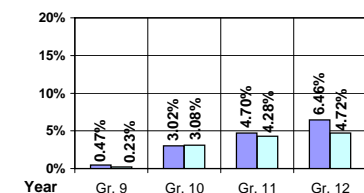
The Strategic Plan continues to guide the work of the District. Data is used by Standards Implementation Teams, by students, and by administration to assess student progress, to measure the effectiveness of intervention programs, and to identify targeted areas for improvement.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	48.35%	45.09%	93.44%
Black	0.22%	0.20%	0.42%
Hispanic	0.98%	1.02%	2.00%
Nat. Amer.	1.70%	1.36%	3.06%
Asian	0.54%	0.54%	1.08%
Total	51.79%	48.21%	100.00%

Dropouts



02-03	2	12	18	25
03-04	1	13	16	18

Financial Information 2003-04

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$14,933,040	45.61%	\$14,933,040	39.73%
Other Sources	414,175	1.26%	2,085,113	5.55%
State	17,395,471	53.13%	17,872,526	47.54%
Federal	0	0.00%	2,700,361	7.18%
Total	\$32,742,686	100.00%	\$37,591,040	100.00%

Supplemental Information

Property and Agricultural Equipment Replacement Taxes.....	\$1,878,939
Lottery Revenues.....	\$175,613
Technology Grant.....	\$138,047

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$20,271,131	62.91%		
M & O Support Services	11,915,800	36.97%		
M & O Other	39,926	0.12%		
Total M & O	\$32,226,857	100.00%	\$6,805	47
Total All Funds	\$37,200,653	100.00%	\$7,856	76

Tax Levies 9-1-2003	Total	Per ADA	Rank
Property Market Values	\$1,715,526,342	\$362,231	37
Total General M & O Levies	0.003217279		9
Total District Levies	0.008532666		9

Staff Data 2003-04

District Personnel:	FTE	ADA To FTE	Teachers Salaries:	Rank
Elementary Teachers	142.80	17	Beginning Salary on Schedule	\$26,618
Secondary Teachers	141.60	17	Highest Salary on Schedule	\$51,689
Administrators	21.70	218	Average Elementary Teacher's Salary	\$45,081 5
Other Certified Staff	29.80	159	Average Secondary Teacher's Salary	\$44,977 8
Total Certified Staff	314.20	15	Superintendent's Salary	\$97,138 12
Total Non-Certified Staff	205.70	23		

Note: Rank represents how this district compares to the other 113 public school districts in the State of Idaho; high to low (1 being the highest).



Adequate Yearly Progress and Assessment 2003-04

Did LEWISTON INDEPENDENT DISTRICT make adequate yearly progress for 2003-04? **No**

If no, which of the state's academic goals were not met? **Amer.Indian Reading Proficiency SWD Reading Proficiency SWD Math Proficiency**

Percent of the 41 targets that LEWISTON INDEPENDENT DISTRICT made: **92.68%**

Does this district qualify for "Needs Improvement" status under the No Child Left Behind Act? **Yes (Reading & Math)**

The goal in our nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of students who met state goals for proficiency in reading, math and language usage.

Comparisons	ISAT Reading		ISAT Math		ISAT Language 66% Proficient or better or maintain 2002-03 levels or better
	% Tested Goal 95%	% Proficient or better Goal 66%	% Tested Goal 95%	% Proficient or better Goal 51%	
3rd, 4th, 7th, 8th, 10th	District 99.79%	District 82.58%	District 99.84%	District 77.06%	District 82.19%
3rd, 4th, 7th, 8th, 10th	State 99.19%	State 81.36%	State 99.18%	State 76%	

To protect the privacy of individual students the following symbols are used.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals.

A complete "report card" for the district and its schools is available at:

www.sde.state.us/ipd/reportcard

Complete reports on all state and federally required tests are available at:

www.sde.state.us/dept/tesereports.asp#report